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# The Camping Magazine

Bernard S. Mason, Ph.D., Editor

Vol. IX

MARCH, 1937

No. 3

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**EDITORIAL OFFICE, ADDRESS**

BERNARD S. MASON

*The Camping Magazine*

Ann Arbor, Michigan

**BUSINESS AND ADVERTISING OFFICE, ADDRESS**

HERBERT H. TWINING  
Lane Hall

ROSS L. ALLEN  
Ann Arbor, Michigan

*Published Monthly from October to June*

Subscription Price . . . . .	\$2.00
Canada . . . . .	2.25
Foreign . . . . .	2.50
Single Copies . . . . .	.25
Entered as second-class matter December 29, 1934, at the post office at Ann Arbor, Michigan, under the Act of March 3, 1879.	



*Photograph by George Elwood Jenks*

*Courtesy American Forests*

## *Dreaming Lilies*

# The Ministry of Nature

By

MARGARET J. JOHNSTON

THERE is an eminently natural connection between camping and creative education. In the childhood of the race, man lived by the one and grew by the other as he created ever better means of sustenance and enjoyment from his primitive environment.

All truth originates in nature. Thinkers and prophets have derived from nature the themes of all the immortal works of science, philosophy, literature, and the arts. An understanding of nature is fundamental to the scientific point of view, and therefore to all social progress. The greatest emancipators have developed under the direct influence of nature. ("How beautiful upon the *hills* are the feet of him that bringeth good tidings!") The noblest qualities of mind and spirit are awakened in the out-of-doors, where stature is free, and man's attainments depend upon his success in apprehending correctly the signs and portents of his environment.

Among the eternal hills, beneath the wonders of the skies, was the university of David, the immortal shepherd; of Jesus, the radiant, eager boy roaming the hills of Galilee; of Jesus, the perfect Teacher, unfolding the profoundest truths of human destiny in His pupils' own language, in parables of a hundred or half a hundred words, figures of speech derived always from nature.

Of Lincoln, Carl Sandberg says in his book, *Abe Lincoln Grows Up*: "He could guess close to the time of the year, to the week of the month, by the way the leaves and the branches of trees looked. He sniffed the seasons. Silence found him. He met silence. In the making of him as he was, the element of silence was immense. . . . During six and seven months of each year in the twelve fiercest formative years of his life, Abraham Lincoln had the pads of his foot-soles bare against the clay of the earth. It may be the earth told him . . . one or two knacks of living worth keeping. To be organic with running wild-fire and quiet rain, both at the same moment, is to be a carrier of wave-lengths the earth gives up only on hard usage."

It was as a shepherd boy in Serbia that Michael Pupin had his soul so filled with awe

and reverence at the wonders of the heavens that these spiritual attributes distinguished his entire life and enabled his understanding to encompass some of the most profound revelations ever conceded by nature to the mind of man.

In an agricultural society, children participate naturally in all the self-maintenance, social, religious, and other activities of the family. Direct observation of the succession of seasons, of seed-time and harvest, of infancy and maturity, of act and consequence, and of condition and adaptation is a necessary element of their daily experience. While their urban cousins are acquiring information and mental facility, their patience acquires dependability as it is tempered by daily first-hand experience of the operation of natural forces. Most important of all, they are guided by a sense of personal responsibility which in the make-up of the individual is an asset indispensable to the moral well-being of any society. They acquire it as a large proportion of children subjected to the mass psychology of the urban scene can never know it. In their world, each family is governed by the neighborhood consciousness. There are sacred values of good name and mutual respect to be kept unsullied. Such powerful controls are lost in the namelessness of the individual in the congested neighborhood, school, or factory. The tragic cost to society is written large in the daily records of stealing and its aftermath of graver vice and crime.

There have been indisputable gains as the urban influence has spread throughout our civilization. Sanitation, health education, general information, facility of movement, the substitution of electrical for human energy, and ease of communication have improved the lot of country and city families in comparable measure. But the fact remains that the destiny of our people is threatened by corrosive elements whose spread is almost identical with that of the progressive mechanization of our modes of living, earning, and learning.

The mechanized home lacks a powerful aid to the development of a sense of responsibility



in its children. Instead of beginning very young to contribute to the well-being of the family and to acquire skill in useful arts through daily practice, as did children in the older agricultural civilization, they are doomed to the lot of irresponsible reciprocity through all their formative years. Under such conditions, it is rare for character to attain maturity at any age in the sense that it contributes more than it demands.

The old-time one-room school has been disqualified and its population has largely been drawn into the newer consolidated schools. No one can doubt the vast benefits to the country of the resulting enlargement of opportunity for rural children. Yet the mechanization and sterilization of teaching so prevalent in present-day American secondary schools has destroyed indispensable values supplied by the teacher of yesterday who more frequently wrought with zealous personal devotion in the garden of intellectual and character growth.

The mechanization of industry has robbed American character of some of its sturdiest moral qualities through depersonalization of the daily task.

The pavements of great cities have not been friendly to the roots of greatness of character. Sophistication has succeeded naturalness; dependence has supplanted self-reliance; and popular catchwords have obscured eternal truths. The alchemy of bewilderment and spiritual apathy has attacked the link between man and nature with perilous effect. Minds swept along by the swift currents of expediency are sealed against effort to lay hold on what John Burroughs reminds us are the "sources of personal power." Over-concentration in cities is an unnatural phenomenon, fatal to personality.

To the impact upon personality of urban overcongestion, the overwhelming accession of mastery over physical forces, and the World War, has been added that of sublime irrelevance in the schooling of children. The almost complete divorcement from nature of general educational method in America has produced a race of men desensitized to life. It has startled creation with a new phenomenon—a living creature oblivious to the bearing of its mode of life upon its own self-preservation.

As the spiritual adventures common to the good life of the open have been denied through successive generations of men, the human fam-

ily has suffered tragic loss in reserves of spiritual poise and power. We often hear it said that if science has thrown a cold, disillusioning light on some of our most cherished beliefs, at least it has rid the world of superstition. But it is hard to conceive of a more pitifully superstition-ridden mind than that of the physically adequate man or woman who is afraid of the woods, of the dark, and of his own shadow if left alone.

How *can* man attain a symmetrical development while cut off from the sources of his being?

A comparatively small number of creative minds have enabled him to surround his physical being with fabulous ease and comfort. Living among multitudinous appurtenances, he is deprived, and his children are more completely deprived, of the disciplines and appreciations necessary to the good life which he was meant to receive under the exceedingly convincing instruction of Mother Nature.

It is shocking to learn how little preparation many people possess for solving the simplest problems in securing comfort without aid. It is still more shocking to learn how many boys' leaders taking groups out for a day or two of camping, cannot build a fire nor tell dead wood from green.

City boys sixteen years old, who had had years of manual training in school, were given a cross-cut saw, sledge hammer, and wedges to procure logs for the fireplace. They were sure they knew all about how to get the job done. But after an hour during which no wood appeared, investigation revealed them attempting to split a sixty-foot beech log by driving the wedges into one end before a section had been cut off. The next week a group of Boy Scouts suffered from the cold for an hour because their leader, a young man twenty-two years old, had sunk the wedges similarly in another log, so that it required the help of experienced woodsmen to get them out.

There is no need for elaborate research to devise suitable woodcraft and campcraft projects, until every boy and every girl can successfully maintain an independent, comfortable camp in the open after being given a minimum of equipment. A fundamental principle of success in this type of education is that adequacy in securing comfort in the open without artificial aids must be achieved through *first-hand experience*.



Camping, by uniting all the highest interests of the family and the growing personality, lays a cooling touch upon the fevered pulse of society by removing the playground from scenes of danger, artificiality, maddening congestion, and hardening violence, to a refuge in Nature, where the child can play and grow, in body, mind, and soul, amid spaciousness and wonder; the youth can experience the unfolding of his highest aspirations and the toughening of his self-reliance in the presence of grandeur and inexorable law: and the adult can acquire wisdom, humility, and refreshment where "the heavens declare the glory of God and the firmament showeth His handiwork."

It goes without saying that neither in an agricultural society nor in a camp will a child consciously formulate out of his own experience a philosophy of living, except in rare moments. But a philosophy becomes integrated out of his thinking, habits, and attitudes, and most especially is it affected by the influence of those whom he admires and of the impressive aspects of nature as childhood sees them. Little by little, as he grows older, it becomes articulate, and both vocabulary and ideation are subject to its influence. Personality is ennobled by the idealism of the true camper, which discerns beyond the feeble candles of sophistication, the light of the constant stars.

America desperately needs a generation of youth too genuine, truth-loving, deeply stirred, and impatient of sham to be tripped up by the petty jumping-ropes of artificial thinking. We can get them fresh from childhood. Everywhere they are needing, eagerly awaiting, their turn at camp.

Only when we are deeply moved are great purposes and dependable resolution born. No formal alignment of influences in the world can rival the tremendous good emanating from a dynamic personality giving of itself to boys and girls in informal daily living together—working, playing, thinking, wondering, exploring, achieving, physically, mentally, morally, spiritually, in an environment of nature.

Some of the finest young men and women in America are available as counselors—provided they can be satisfied that in the field of camp counselorship lies the deepest challenge which can be laid upon leadership in the realm of education.

This is the tremendous challenge which rests

upon camp directors. There is no more obviously strategic focal point of all the interests of childhood and youth, and the development in years to come, of a finer personality, than the wisely directed camp, bringing childhood and youth under the magic power of high challenge in a natural environment.

From the camping movement may come the most significant contribution society can receive—men and women who combine the graces and culture of the best urban types with the strength, serenity, poise, and wisdom of the true nature lover who can live alone in the woods or on a mountain-top if he chooses, or with equal grace in the most cultured society, of which he will be the ideal representative. Only by means of such men and women can we build a civilization that is at once refined, humane, and balanced.

The vitally important thing is that in the enthusiasm to raise the efficiency of the camp and develop its resources fast enough to care for the ever-increasing demand, it shall not be forgotten that the mission of camping is to restore to children and to society a priceless heritage lost when "efficiency" became the watchword; and that the camp is the only remaining refuge from "efficiency." There must be no reproduction here of the city or the schoolroom.

The ministry of nature must not be circumvented in the camp by surrounding the camper with the same concerns, and subjecting his personality to the same influences, which have drained freshness and vitality from his conventional life. Here, in a wholly changed setting, not only the play, but the words and the score must be changed, in harmony with nature. Tests, measurements, and all the other formal devices which when carried to extremes victimize the child more than they benefit him, must not be allowed to take precedence over the camper's opportunity for natural, unself-conscious play, for inspiring informal contacts with dynamic leadership, and for time to think his own thoughts, follow his own trends of reflection, and arrive at his own conclusions. There are times when both mind and spirit must be free if they are to drink most deeply at the founts of wisdom.

Particularly for the child, assistance is necessary in arousing his intelligent interest in the natural world. But the personal touch,

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Courtesy Leisure

## Nature Lore in Camps

By

Fay Welch

Director, Tanager Lodge Camp

Special Lecturer, New York State College of Forestry

THE nature interests of children and adults vary widely. Some are interested in fishing, gardening or sketching; others in making fire-by-friction, building lean-tos, stocking aquaria, keeping pets, or playing Indian. Any of these interests provides an excellent foundation on which to build a good "nature program" for the individual, provided there is a skillful, understanding counselor at hand to guide these interests on and out into related fields.

"Uncle Benny" Hyde, known and loved by many of us, was the master exponent of this technique, i.e., starting with whatever interest was present, drawing it out, releasing and broadening it until the person was well on his way to becoming a real naturalist. Unfortunately we cannot have a half-dozen "Uncle Bens" on each of our camp staffs, hence we must needs talk of "methods". Now there are

many possible lines of approach to our objectives, and while we do not want to make hard and fast distinctions in actual practice, it will facilitate our discussion to indicate briefly a few of these approaches.

### *I. Incidental Nature Lore*

We would all like to have our campers achieve a sensitivity to and an intelligent interest in their environment: the bird song that awakens them in the gray of the morning, the weather that the eastern sky foretells, the story behind the dew bejeweled spider web, the diary written by the raccoon in the dust of the trail, and grace and beauty of the pines and birches that they pass on their way to breakfast, the tiger swallow-tail that drifts in and out of the woods' shadows like a brilliant yellow leaf. So every hour of the day and each mile of the trail

from dawn to starbreak should reveal dozens of similar incidents. But a few words from an understanding guide is needed now and then. We cannot expect our camper to become sen- to all these events about them if we are not thrilled by them ourselves.

## II. *Essential Nature Lore*

Certain nature knowledge is an essential part of the equipment of those who would camp safely, efficiently, and happily. Knowledge of fundamental laws regarding winds, waves, and weather—the ability to read and heed Nature's warnings of hurricane, hail, fire, or flood—is imperative. It is as essential in safeguarding the lives of our campers, especially those who sail, row or paddle, as our swimming or life-saving tests.

Knowing the characteristics of various wood—what ones ignite easily, which burn long and steadily, where tinder is to be found after a week's rain—are skills that make it possible to have a fire ready for cooking ten minutes after beaching your canoe. And nothing else so expedites the routine of preparing three meals a day when on a camping trip.

One must be familiar with the individuals, both plant and animal, comprising the forest community, if he is to avoid unpleasant experiences. Four friends of mine once pitched camp on the shore of an Adirondack lake underneath a yellow birch. Now yellow birch trees are usually strong and dependable "pillars" of the forest community—but not this one! True, there was no sign lettered on it saying "Dangerous—Keep Away." But, that warning should have been none the less plain to the eyes of a skilled woodsman. One side of the birch was riddled with woodpecker holes testifying to the presence of wood boring insects, and the probability of unsound wood. And if further proof were needed, one sharp rap with the pole of an axe would have revealed as plainly as the spoken word that the tree was unsound.

That night a high wind blew up. The yellow birch crashed. Their tent was torn down. Their canoe, turned over nearby, was demol-



*Courtesy of Leisure*

ished. But by a near miracle, no one was seriously injured, although one man had to be "chopped out" of bed!

## III. *Trips Afield*

How many kinds of these there are, and what fun and adventure lurks therein! We may take bird walks in the morning, explore the marsh for new aquatic plants for our aquaria during the forenoon, join an afternoon expedition bent on collecting some new ferns, float for deer in the dusk or sleep out on a hill top under the stars. Or we may follow a mountain trail through fascinating changes of forest types, visit that battle front where all nature's forces meet at timberline, and dimly decipher parts of that very ancient story recorded in the rocks. Or if leisure appeals to us we may spend the day just fishing.

## IV. *Special Nature Facilities At Camp*

First there is the camp "museum" which should be fresh, interesting, and ever-changing, a place to which the camper can bring his latest find for identification and display, and where he can expect to see something new on each visit. Guard against the "museum" becoming a "morgue". Why not clear off about three quarters of those shelves and tables this spring?

With the "museum" you need a nature workshop for all sorts of nature crafts such as smoke printing, plaster casting, and wood carving. The vivaria, animal cages, fire-by-

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# A Progress Report of The Past Year's Work of The Association

Herbert H. Twining  
Executive Director

THE activities of the Association during the past year have been extremely significant in the development of our organization and of the camping movement.\* It seems but a short time ago that we left Boston after the 1936 Convention with the satisfying feeling of accomplishing several of our major objectives, and with the enthusiasm for New England hospitality which prevails after each visit to that area. But, now, we convene again—nearly a full year after the meetings in Boston. It is a pleasure to me to recapitulate some of the more important happenings affecting our Association during the past eleven months.

As we left Boston we faced the future problems of the Association knowing that our program would be dependent upon the efforts our members and officers would put forth, and upon the necessary financial income to carry on our projects. We were assured of the untiring service of our members; we had hope for the obtaining of funds which were so urgently needed. Many contacts had been made with foundations, institutions, funds, and individuals. Your President at that time reported to the Board that he believed such help would ultimately be given to the Association.

It was not long before this help did come, and it proved a most sudden and exciting experience for me. Shortly after arriving in New York, Mr. K. T. Keller, President of the Chrysler Corporation, informed me by telephone from Detroit, that the Corporation was very much interested in the program which had been outlined and was ready to go ahead. After a series of conferences with the Public Relations Director of the Corporation, he informed me that the Association would be given a budget of \$20,000 a year for five years. The program under this grant started on May 1, and the major provision was that we would be given a cash commitment for a twenty-months' period dating from May 1st, 1936, to December 31,

1937, on the basis of \$20,000 a year. On or before December 31, 1937, a report would be given to the Chrysler Corporation covering the progress of the Association and its program together with a financial report. On the merits of this report the Chrysler Corporation would continue to underwrite the program of the Association on the basis of \$20,000 a year to the end of the five-year period. Many people have been misled by newspapers releases and editorials to believe that we were given \$100,000 outright. This is not the case and has never been stated as such. In all of our releases we have mentioned that the program was made possible calling for the expenditure of \$100,000 and that an initial grant had been given toward that program.

This grant of money from the Chrysler Corporation was secured for a two-fold purpose—first, to build up an administrative program and personnel for the Association in order that a sound basic administrative guidance might evolve that would be responsible for various phases of the program of sharing future plans. Second, a program of studies and research was deemed necessary in order that we might ultimately educate people in all walks of life to the values of the camping experience through the setting of minimum standards and a close cooperation between our Association and other educational groups and institutions.

When one realizes the responsibilities placed on the Executive Committee at this point—and their function is to transact the business of the Board between the annual Board meetings—one could readily understand why this group spent days getting the basic steps of the new program under way.

The Executive Committee in its early deliberations decided that the first step would be to secure the services of a person who would be responsible for the general administration of the Association. I am sure you will pardon any personal references in this report, as I was placed in a rather awkward position, being

\* Abstract of report given at the 1937 Convention of the American Camping Association, Hotel Statler, Detroit, February 5, 1937.

President of the Association at the time. The Executive Committee felt that because of the close contact I had had with the affairs of the Association over the previous years, it would be advisable if I might see my way clear to accept the position as Executive Director. With this in mind they formally asked me to consider the acceptance of this position. Frankly, this was a hard decision to make for I have a large camp organization of my own and had been actively engaged in camping for eighteen years. Those of you who direct camps realize what a problem this decision presented. Because of my responsibility in securing the money and in other national contacts that had been made, I felt every personal effort should be exerted to work out plans to serve the Association at least until the program was more definitely formulated and running smoothly. After several weeks' deliberation, I decided to accept the position as Executive Director of the Association, and my duties in this capacity started on May 1. It was, of course, impossible for me to give my full time to the Association because of my own organization, and the agreement was that two-thirds of my time be directed toward the activities of Executive Director. I immediately resigned as President because of my new status.

The Executive Committee then mapped out the major issues to be faced in order of their relative importance. They realized that *The Camping Magazine* had been a vital factor in building up confidence in the Association and its program, and that it should be expanded and developed to a point where it would be an extremely valuable instrument for camp directors, counselors, and even parents. To this end the Committee decided to secure a larger block of Dr. Mason's time, and after several conferences with Dr. Mason the Board secured his services on the basis of half-time. I am sure most people who have carefully read *The Camping Magazine* over the past months will realize that Dr. Mason and his contributing and advisory groups have done excellent work.

The Executive Committee then turned their attention to the program of studies and research and realized that a person should be secured to coordinate this work. It was decided that such a person should have had active camp experience, should have had a good educational training with an emphasis on research, and should be able to speak well. After extensive

discussions and deliberations the Executive Committee decided to ask Mr. Charles Hendry of George Williams College if he would be interested in accepting the position as coordinator of studies and research. Mr. Hendry said that he would be very glad to accept the position if arrangements could be satisfactorily worked out with the administration of the College. After several conferences it was arranged that Mr. Hendry's schedule at the college would be so arranged that he would be able to give the Association one-half of his time. This time was not worked out on the basis of one-half of each consecutive month, but rather on a school quarter basis; that is, Mr. Hendry would give a certain amount of his time throughout the year, but there would be one school quarter and the entire summer when he would give his entire time to his Association work. It is impossible for Mr. Hendry to do his work in our central office, and so an office at George Williams College has been provided. You have been informed of the work that Mr. Hendry has done, and his progress report which has been presented testifies to the fact that he is doing an excellent piece of work. I need not enlarge on this phase of the program.

The Executive Committee decided that as we moved ahead it would be wise for the Association to manage the annual Convention from the central office and that the contacts with advertising firms for both exhibits and magazine advertising be coordinated. In addition to this task, it was recognized that there would be certain phases of office management as well as the coordination of the editorial work for the research program, newspaper releases, and magazine articles to be handled. Then, too, the Committee realized that a group of services for the sections should be developed. Keeping in mind that neither Dr. Mason nor Mr. Hendry were working from the Executive office, the Executive Committee realized that I personally could not handle the general administration of the program of the Association and carry out the details of the coordinating of editorial work and the section services from the Executive office. Also it was felt that a complete continuity of the executive work should be carried on. These decisions led to the question of someone who would be in our office on a full time basis and would function as As-

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## An Experiment in Pioneer Living

*A Creative Experience  
for Older Boys*

By SCOTT DEAROLF  
Woodcraft Counselor,  
Camp Sequoyah

A WOODCRAFT project of unique interest was begun at Camp Sequoyah six years ago. The idea of a trip into the wilderness with older boys as an experimental feature of a woodcraft program has developed into a real wilderness camp affording older boys a backwoods experience in pioneer living and creative camping. This woodcraft experiment has proven to be one of the most popular and fascinating features of the camp program. The personnel of the woodcraft camp is usually limited to ten experienced campers ranging in age from fifteen to eighteen and two mature counselor-woodsmen. Some of the boys selected are former woodcrafters who return as seasoned "Sourdoughs" and none look forward to this annual pilgrimage into the wilderness more than do these old "Sourdoughs."

The Woodcraft Camp is scheduled for the fifth week of the regular camp season, but the personnel is selected at least three weeks in advance. Physical and mental maturity, the

lad's record in group cooperation, and his former relationships with the other lads who are to make up the party, are carefully considered. Has he the physical stamina for rigorous, pioneer living? Is his mental attitude that of one ready to tackle a man's responsibilities? Can we foresee any serious behavior difficulties originating from his presence in the group? This last is of great importance, for although a group effort of this kind, properly conducted, presents an attractive opportunity for eliminating minor, undesirable behavior traits, it cannot, however, undertake the solution of major behavior problems. The morale of the group must be safeguarded.

The camp is planned for ten lads but not strictly limited to that number. A total of more than twelve—boys and counselors—however, tends to weaken the "family" ties.

Following the final selection of personnel, preparation begins earnestly. Informal meetings of the group are held at frequent intervals



during the three weeks prior to the date of departure to discuss equipment, plan menus, and decide program activities.

As the lads are required to provide themselves with proper clothing and equipment (save cooking utensils and tents), they weigh carefully the advice to be had from former "Sourdoughs," their counselors, and Chief. To this is added the wisdom of Dan Beard, Dillon Wallace, Horace Kephart, and many others as found in the library. Outfitters' catalogs are carefully scrutinized for bargains. Seeking quality for their money educates in a very practical manner; they spend three dollars for a woolen shirt only after knowing why.

Pack-sacks selected are of many styles—Rover, Bergans, Bean, Duluth. In addition to being of ample capacity and sound workmanship, they must fit the packer's pocketbook as well as his back. In each must nestle two blankets (preferably three), poncho, woolen sweater, extra woolen socks, extra underwear

shorts, extra shirt, light camp shoes, pajamas, toilet articles and cup. Axes, tomahawks, pliers, twine, first-aid kits, mill files, whetstones, cooking utensils, food for the three meals enroute—items common to the entire group—are evenly distributed among its members. Since the tents in present use accommodate two persons, the lads buddy up and divide between them commonly used articles—flashlights, repair bags, etc.

The camp experiment is in its sixth year and consequently menu-planning is simplified by a study of provision lists and menus of previous summers. Food and supplies selected take into consideration the wants and needs of the party, the cooking ability of each individual, the packing and transportation facilities, and the refrigeration limitations. Dried fruits and vegetables supplement the list of fresh vegetables obtainable from the camp garden. A minimum of canned foods is used. Powdered milk is substituted for fresh. A steam cooker,

*Courtesy of Camp Sequoyah*



necessary to break down the cellulose of certain vegetables because of the high altitude of the camp-site, is the only variation from the usual utensil list. Food lists are checked by the dietitian and arrangements are made to insure prompt delivery of the food at the camp site as scheduled.

Program planning kindles enthusiasm. Improvements to the camp-site and annual pilgrimages to points of camper interest are keenly anticipated. This enthusiasm arises from the fact that the site of the Woodcraft Camp has been the same natural beauty spot for the past four years and as such has endeared itself to those who have enjoyed it.

The camp adventure, coming as it does the fifth week of the season, provides ample time for physical conditioning and practical experience in campcraft. The regular hikes are well attended by those preparing for the Woodcraft Camp and by the time these are completed packs fit shoulders comfortably and leg muscles assume intended functions. The weekly Cabin Suppers, a traditional feature of the Sequoyah program, offer wide possibilities for practice in cooking. While most of the campers are sweeping ashes from hot rocks to bake and fry a simple meal, the Woodcrafters frequently serve chicken and "the trimmings" prepared in true woodcraft style without the use of any bought cooking utensils.

Throughout this period of informal training, special efforts are made to introduce a sense of respect and esteem for woodcraft. Chief

inspires from his woodsman's heart; his counselor-woodsmen try to live the ideal he pictures.

The hour of departure finds each member of the party in nine-inch moccasins with composition sole, denim trousers tucked in woolen socks at the moccasin top, belt or suspenders, underwear shorts, woolen army shirt, gay bandanna kerchief about the neck, and a soft, felt hat. In this clothing he may carry a notebook, pencil, matches in waterproof case, compass, knife, handkerchiefs. In a pocket made expressly for a carpenter's rule and located in the leg of his denim trousers, he may carry hunting knife. On his back, a thirty to thirty-eight pound pack.

The locale of the twenty-seven-mile hike to the camp site is most impressive and of great interest. The 3,000-foot climb is entirely forested save for a few characteristic "balds." From any number of vantage points along the top of the Craggies, thousands of forested acres of western North Carolina can be seen at a glance.

Two days are given to the delights of toting heavy packs up sky-line ridges which are barren of trails, of gazing entranced from lofty peaks above clouds, of casting shadows upon these isolating clouds below, and throwing stones *down* into their fleecy nothingness. The first night is spent in a balsam forest at an altitude of 5,000 feet, the site of the first two years of the camp; the permanent camp site is reached by early afternoon of the second day.

*(Continued on Page 27)*

*Courtesy of Camp Sequoyah*



## A Camp Director Talks to His Counselors —

# The Camp Counselor as Instructor

The Third of a Series of  
Counselor Talks

By

C. WALTON JOHNSON  
Director, Camp Sequoyah

IN THIS, the third of a series of articles on counselor training, we will consider the camp counselor in the role of Instructor. The first of the series dealt with the personal qualifications of the counselor. The second article considered the function of the camp counselor as Companion and Guide.

There is a growing conviction among camp directors and educators that the chief contribution a camp can make to a child's life is to prepare that child to meet life situations in such a way as will result in growth of personality, right attitudes and appreciation, and a sound philosophy of life. There is perhaps no other agency for child training which offers such a unique opportunity for the accomplishment of this very thing. In camp there can be an out-of-doors setting, a controlled environment, freedom from adult-imposed regulations, freedom from social, moral, and religious taboos, plus adult leadership that is authoritative but not dictatorial, cooperative yet challenging.

The ideally conceived summer camp is neither a summer home for children, nor a summer school, nor a summer recreation center, but a community life where the chief objective is to learn the fine art of living. Finesse in human relationships, true happiness, and self-realization are the great objectives of the idealized summer camp. Thus conceived camping is an experiment in living, a situation where life itself is a high adventure.

Most parents and children, however, still think of the summer camp in terms of equipment and a program of activities. Physical equipment and the camp curriculum are determining factors in the selection of a camp by many parents. Such a basis of selection, however, is a shortsighted and superficial one. It is true, of course, that adequate physical equipment and a carefully planned, intelligently directed program of activities are essential to the success of any camp, but these are secondary

to the obligation of a camp to provide an idealized community life for growing youth.

Although a counselor's responsibility as an instructor in such a camp situation is somewhat overshadowed by his responsibility as an exemplar of life at its best, yet there must be definite and specific instruction in activities. Whether this instruction is primarily informational, recreational, inspirational, or for the purpose of increasing skills and technical ability, it should be sound, authoritative, and should take into consideration the total personality of the child.

Since there must be a program of activities, and since activities cannot be conducted without instruction, camp counselors have a distinct role to play as instructors. Whether this instruction will be truly educational depends largely upon the educational aims of the counselor. If the counselor conceives of education as a leading-out and releasing process which unfetters the soul and the imaginative powers of the intellect, a process which results in mental and spiritual hunger, and a deeper appreciation of those cultural and refining influences that enrich life; if he conceives of education as the means of disciplining the mind, the will and the emotions and a way to self-mastery; if he conceives of education as a means of discovering talents and aptitudes and developing self-reliance, of dispelling fear from all of life's relationships including religion, he will then evaluate education in terms of an experience that fits youth for the issues of a moving, changing, dynamic world. The counselor who has this conception of his task as teacher will be more concerned about method than subject matter, process than results, a disciplined mind than a mind stored with facts. He will be careful to see that his instruction results in stimulation, self-expression, and appreciation. Too frequently mental faculties are dulled by the pouring-in process called schooling. Initiative,



independence of thought and action are often killed by the lockstep, regimented procedures in many schools and camps.

Fortunately the camp counselor does not have to cover a certain amount of prescribed subject matter, nor do campers have to complete prescribed courses of study. A camp counselor has a great advantage in that his campers must receive instruction in only activities of their choice. Interest, the first requisite of learning, is already present. The mind is eager and receptive, the soul responsive. Therefore, if the camp counselor can sell himself *as a man*, or herself *as a woman* to the camper, it will not be difficult to relate instruction to the life of the child in such a way as to result in a growth experience.

The counselor in his effort to make all knowledge and skills acquired contribute to the camper's all-round growth will not find it difficult to think in terms of the child rather than in terms of activities. The chief concern of the counselor will not be how many games have been learned, how many flowers and trees can be identified, nor how much skill in crafts has been acquired, but his chief concern will be how will these activities and his instruction affect the personality and attitudes of the camper. In nature lore, for instance, our concern is not that a camper shall learn the names of twenty trees, ten birds and five constellations, but that his soul shall become so sensitive to the beauty of nature and so responsive to her teachings that trees will be more lovely than poems and a flower in a crannied wall will hold the great mysteries of life. With such a love and appreciation of nature, the child will go on to learn not only the names of trees and flowers, but many of their secrets and mysteries. Our concern is not that a child should learn a certain number of constellations, but that he shall become able to exclaim with the poet as twilight fades into darkness "One by one, in the infinite meadow of heaven, blossom the lovely stars, the forget-me-nots of the angels."

A high school boy was on an overnight hike. Supper had been finished. The leader had read some beautiful selections from a book on nature. The fire had burned low. The time had come to roll up in blankets and go to sleep. This young poet whose creative mind was sensitive to the beauty surrounding him would not retire. He remained alone by the campfire. As the last flickering flames of the fire died away this boy looked into the "vast night sky

all throbbing and panting with stars" and wrote in his diary:

"O God  
Give others city streets  
Where no trails meet  
And say  
Here am I choose me if you wish.

"O God  
Give me a sheltered mountain pass  
Where  
Midst tree and shrub and flowers  
Our tents are pitched  
And near the morn  
Our fire dies down and disappears.

"O God  
Let me feel once more the wind upon my back  
The taste of hot fried bacon and  
The quiet companionship  
Of lean and silent woodcraft men."

This poem illustrates teaching as a releasing process. This poem came from within. A feeling and a thought had to be expressed. This kind of creative self-expression leads to self-realization.

A troop of Boy Scouts were encamped in the woods by a river with only the mother earth for a bed and the trees and the sky for a canopy. The afternoon before the day of their return to the city two of the older scouts were observed gathering leaves and straw and when asked their purpose remarked, "We are making a big soft bed for Charlie (the troop's nine-year-old mascot) so that he will be in good shape for the long hike home tomorrow." Many nine months' courses in sociology have not resulted in that much motivation in human kindness.

Since the camp counselor has no text book to teach, he must teach mostly by demonstration, example, and interpretation. In athletics, aquatics, crafts, and horseback riding, the instructor teaches by demonstration. In music, nature lore, religion, and human relations the counselor will teach by interpretation. In the realm of ideals and character he will teach by example.

In all camp activities *interest* in the activity or subject on the part of both camper and counselor is a prerequisite for effective teaching. The counselor who would excel as an in-

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# The Group Work Process in Camping

## *Counselor and Other Camp Groups*

By

LOUIS H. BLUMENTHAL  
Past President, Pacific  
Camp Directors Association

EDITOR'S NOTE.—This discussion is the sixth installment of Mr. Blumenthal's work on the Group Work Process in Camp. A continuation of this chapter will appear in the April issue. The concluding chapter will appear in the May issue.

MUCH of what has been said about group functioning in camp, among campers, can be applied in varying degrees to the non-camper groups: counselors, service staff, camp committee, parent group, neighboring community, and home community. Like the camper group, these function best when there is a satisfaction in fulfillment of interests, a sharing of responsibility and mutual group inter-stimulation. Unlike the camper group, their predominant concern does not lie in participation in activity. Among counselors and service staff, it may be the compensation either in salary or maintenance; social service with the camp committee; civic pride with the local community. For the camper, his interest is intrinsic in the camp program while the interest of the non-camper group is in varying degrees extrinsic.

This difference in interest has sometimes influenced camp directors into believing that there was also a difference in kind. They have said, "The camp is primarily for the camper." The result has been that counselors, as a group, have been overlooked, or rather they have been viewed as employees. The group work process has not been applied to them. No emphasis is needed here on the shortsightedness of such a view. An authoritarian approach to the counselor does not beget and foster a democratic approach to the camper through that counselor. A director-dominated staff meeting bristling with commands is not exactly a logical nor inspiring step toward the promotion by the counselor of a democratic discussion group among the campers. Fundamentally, counselor functioning is not that of a technician in the limited sphere of his specialty. It is rather in the totality of his behavior as a social being in relation to all others in camp, campers and non-campers alike. Such sociality is greatly

facilitated when the camp director's conduct is likewise social. Campers like the helpful friendliness of the counselor, who, in turn, likes the helpful friendliness of the director. This desirable relationship suffers when counselors are treated like machines, taken for granted, constantly given orders and subjected too frequently to criticism with never a word of praise. The resentment growing out of a hurt ego and a deflated status creates a barrier between director and counselor. The stress on efficiency becomes an impediment to mutual sympathy and understanding. A good way to make camp primarily for the camper is to make it primarily for the counselor and all other camp groups.

The character of the counselor group is conditioned not only by the director's way of behaving toward it, but also by the nature of the counselors themselves. Who are the individuals, generally speaking, comprising this group? In the first place, they are mostly young people on different levels of emotional maturity. There are those who have grown into emotional stability and there are others still in or just out of adolescence. Many have not found themselves as yet in those areas of living that present serious personal problems—the selection of, or the successful establishment in, a profession, friendships, marriage, philosophy of life. They are in a state of suspension. They are searching out for new experiences, are "full of life" and like to be on the move. They are sensitive to criticism and frequently "can't take it". There are those who have had limited experiences as a member of a social group, or a working organization. To some of these, the keeping of records, staff rules, administrative regulations are non-understandable, unnecessary and restrictive.

Aside from the many counselors who are well adjusted, there are those who may come to camp beset with anxieties, fears, doubts, sex

and home problems, and a feeling of insecurity. They may be self-conscious, puzzled, homesick, lonesome. They may be unreliable, irresponsible, extremely critical or highly introverted. The mental hygiene problems of the university, from which so many counselors are recruited, may be transferred to camp. Note what Dr. Harold Palmer, Psychiatrist of University of Pennsylvania has to say about this problem in an article in *Mental Hygiene Quarterly*, as of April 1934: "It would seem, from mental hygiene investigations conducted in a number of widely separated colleges, that about 85 percent of students show some need for help in integrating their emotional lives. The very fact that Dr. R. C. Angell (*A Study in Undergraduate Adjustment*) regards 86 percent of the students he studied as emotionally maladjusted is startling."

So far it becomes clear that group spirit and cohesiveness become subjected to a severe strain when individuals of the types described are in the counselor group. What adds to this stress is the fact that counselors come to camp, not with a commonness of interest, as do the campers who all desire a "good time", but with a wide variety of motives. A listing of some of these categorically will be sufficient. Counselors may accept an appointment in order to earn money for next year's tuition; to save on board and lodging in the city; to recuperate from a hard school term; to improve themselves; to make social contacts; to have fun; to have a new experience (last year it was on a cattle ranch); to get away from home; to build up health; to study up on college subjects; to learn the camp business; to spend an inexpensive vacation; to enjoy the experience of being a counselor; to serve youth.

The so-called incentives to good counseling vary as well. Some never expect or care to return for succeeding seasons. Others will try to make good so as to be invited to return. Interest in camping as a profession is low with most and high with some. There are those loyal to the director and others who have become attached to the campers.

How can a director safeguard the formation of a desirable counselor group? It is at the point of selection that the director becomes an effective agent in pre-determining, more than in any other way, the nature of the group. He bears in mind how, from this variety of individuals, must grow a group characterized by

homogeneity, harmony, esprit de corps, loyalty to himself and camp. The many must be related in unity and fused into a complete whole. He asks himself such questions as "How well will the counselor fit in with all the camp groups; with the camp objectives and methods; with the director?" By exercising studious discrimination, the director will be fairly well rewarded with a counselor staff presenting an unavoidable minimum of personality difficulties.

Following selection, the director then guides the process of assimilation which begins before camp opens and is best facilitated in the friendly social meetings of director with counselor. Throughout the season the process is advanced or retarded by the continuance or lack of this face-to-face relationship. Staff wants frequent and friendly contacts with director, the father or mother of the camp family, in the same way camper wants counselor. Administrative pressure becomes a barrier to such needed relationships. Directors tend to underestimate the valuation counselors place on their fraternizing with them. It is the first-hand personal touch they are after. And it is in these intimate associations in which group morale grows. For it must be remembered that counselor, like camper, has the same need for response and recognition.

Among themselves, the counselors rapidly form into a single united group or into a number of smaller separate groups. In few situations does rapport develop so speedily as in camp among counselors or campers. The simplicity of living, the family togetherness, the isolation from the rest of the world, dependence on each other, the prevalence of fun and absence of city cares and responsibilities—all serve to achieve this. Highly socialized as they should be if they are good counselors, they seek out avenues of social expression. They want to find these in that group where they can share their experiences, friendships and find congenial companionship. If left entirely to themselves, or if the group is too heterogeneous, they may form into smaller groups and cliques or affiliate with a non-counselor group (camper, utility staff), or seek satisfaction outside of camp in the neighboring community. Sometimes friction in or between the groups may develop because of a clash of personalities or interests. It is here where the camp director becomes the social director. He provides the sort of experiences which they can



all share in common, such as staff parties, trips, campfires, refreshments at the close of the day, birthday parties for counselors, counselors' active participation in camp entertainments and socialized staff meetings.

The wise director, who is group conscious in selecting staff, keeps in mind to what extent camp, as constituted, can satisfy the needs and interests of the counselors. Will the camp situation, its groups, its communal living, its sports, its creative arts, serve in a fairly large measure as a vehicle for fulfillment, or will staff find it necessary to seek much of its satisfaction in activities extraneous to camp life. This is not to say that there must not be adequate provision for experiences on an adult level. There must be provision for adult response, recognition, experience and security. Satisfactory provision must be made for the counselors' day off at which time they should be encouraged to participate, in joint activities with other counselors and when they can, avail themselves of the camp facilities such as horses, boats, and other equipment. Aside from the need for recreation, such change of activity is always refreshingly stimulating. Every opportunity for providing activities on an adult level should be made: mingling with visiting parents; visiting the nearby community; the establishment of counselor cabins, attractively furnished and removed from the center of camp. Such means are good group builders. Out of these and other satisfying situations emerge the counselor camp spirit and loyalty.

Like campers, the counselor group develops a pattern of behavior towards camp and its director. The code of conduct which emerges may be determined both by the personality of the counselor as well as the satisfying group experience and contacts that he has had. Attitudes are frequently group manufactured. His attitude may be one prompting him to do "anything in the world" for the director, or to do everything grudgingly. He may sympathize with the camp objectives or he may merely give lip service to them. Objectives communally arrived at in which counselors have free and extended participation in their formulation are more apt to be sincerely accepted. Dissatisfaction among disgruntled counselors may be traced to group attitudes, which, in turn, can be traced to the blocking of counselor needs.

Probably the one attitude which removes the

block to the development of esprit de corps that is most essential in all group living is that of frankness. If the counselor is made to feel at home and if he has the feeling of belonging; if he feels that he counts and is made to feel so by the director, he is more apt to ventilate his grievances which, when suppressed, enlarge to proportions entirely out of keeping with their significance. At staff meetings in general, and in personal interviews with directors in particular, the counselor should be made to feel free to discuss all differences before these become obsessions. Where these grievances are aired and are dissolved either by discussion or met with appropriate action, the blocks to mutual understanding are to that extent removed. Frankness is facilitated when emphasis on the *must* in "the counselor must adjust" or the "counselor must do this" gives way to a joint discussion and an analysis of why he doesn't adjust and why he doesn't do this or that.

The counselor is only too ready and willing to assume a pride in camp and to feel a sense of ownership in it. The desire to become a real part of an organization larger than oneself and particularly one that is so worthy is very natural and is further augmented by the feeling that he is contributing to the building up of that organization. So much in it is the result of *his* efforts that he unconsciously integrates himself with it.

The counselor must belong to some group in camp and of course the logical one for him is the counselor group. For the group is the means through which he expresses his interest and secures status. He will go to that group which is most meaningful to him. Where, because he is different or unadjusted he is covertly rejected by the counselor group he seeks a substitute. This he may find in a group of campers who are his followers or in the service staff, or with the director, or in the neighboring community. Such a counselor requires re-education that will qualify him for normal participation in the counselor group. The lone wolves among counselors, as among campers, need re-direction toward the group.

The director does not really know the counselor until he works with him, sees him in action in the group, and in activity. Sometimes individuals, acceptable in the city, may reveal an unsuspected trait when they become one of the

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## The Camping Magazine

THE OFFICIAL JOURNAL OF THE  
AMERICAN CAMPING ASSOCIATION, INCORPORATED

BERNARD S. MASON, Ph.D., Editor

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Vol. IX

March, 1937

No. 3

## Ballyhooing the Research Program

"\$100,000 donated for Camping Research."

"Chrysler Corporation Makes Huge Grant to American Camping Association."

So the headlines go! This is news—news to the public and headline news to the camping field. Few flashes have been more electrifying to professional readers who have struggled these many years to give camping educational status. At last "camping gets a break"!

How is this money to be utilized? The members of the American Camping Association have a right to know how every penny of this grant is to be expended—more, in fact—they have a right to a voice in planning the expenditure. This being the case, stories keep finding their way into print, reiterating over and over the fact of this grant and stating the plans of procedure as they evolve and take form. Furthermore, the grant is being discussed in sectional meetings and gatherings of directors across the country.

The result is a ballyhoo of the research program the like of which the camping field has never known. This publicity is important and its need imperative. But in the same breath it must be said that all this ballyhoo is dangerous.

"Now that they have the money, *what are they going to do for us?*" "With this elaborate machinery, how soon will they take our problems off our hands?"

This is a natural reaction, but a disastrous one. It can mean stagnation all along the line. The various sections of the American Camping Association, various individuals, and various special groups have been working on studies and research undertakings off and on for these many years. Now that we have a machinery for the purpose, the tendency is generously to offer these half-finished projects to the Research Committee in order that they may have something on which to research.

Certain it is that the Research Committee is eager to discover the problems that, in the minds of practical camp directors, call for its attention. But it must be remembered that the function of the Research Committee is not actually to conduct research itself, except in certain selected fields. The Coordinator of Studies and Research is not a director or a practitioner, but rather a *coordinator*. Having located the problems, his task is wisely to place them in the hands of those most competent to handle them, and then to assist in determining the techniques, to stimulate, inspire, advise, and to a certain limited extent, supervise.

Is it conceivable that one man and a few assistants can handle a hundred or so major problems that may be selected as imperatively needing investigation? Conducted in this way, could a grant of the size of the present one conceivably finance such a huge undertaking? To attempt to do so would necessitate employing a large staff of technicians and establishing a specially equipped research headquarters, which procedure would demand funds far in excess of those now available.

It gets down to the question of the Sections and certain specialized groups taking on *added* study and research responsibilities, rather than handing over their burdens to the Research Committee. The function of the Coordinator of Studies and Research is to assist these groups better to make their studies, and to help them conceive and plan additional studies.

Nothing is more certain than that all the problems of camping cannot be dumped in the lap of the newly formed Research Committee. If the result of all this ballyhoo is to be that everyone will run away from his problems, then we are worse off than we were before we had the present machinery at our disposal. For the Research Committee to take on every problem would result in a centralized machinery that would fall under its own weight.

# Hazel K. Allen

New President of  
American Camping Association

MISS Hazel K. Allen was elected president of the American Camping Association, Inc., at the meeting of the Board of Directors held in connection with the Annual Convention in Detroit on February 6th.

Miss Allen's is one of the best known names in the camping field today. For several years she has been the National Camp Director of the Girl Scouts, Inc., and is the director of the two national leadership training camps of the Girl Scouts. She is unusually broad in her outdoor interests and sympathies and is intimately familiar with all types of camping on this continent. She is thoroughly schooled in machinery and workings of national organizations and is an executive of experience and ability. All types of camp directors are agreed that she is pre-eminently qualified in experience and ability to direct the destinies of the rapidly expanding American Camping Association, and her election is being greeted with enthusiasm by all the special groups and interests comprising this affiliation of leaders of organized outdoor life.

Miss Allen succeeds Miss Portia Mansfield who, as vice-president, took over the office of president upon the resignation of Herbert H. Twining to become Executive Director.

The Board of Directors conferred a rare honor upon W. H. Wones and Paul B. Samson in re-electing them for the third term to the offices of treasurer and secretary respectively. Both have given most unstintingly of their time during these years of transition and their intelligent and untiring efforts have contributed much to development of the present structure of the Association. The entire camping movement is deeply indebted to them.

Roland Cobb was elected Vice-president of the Association.

As members at large, the Board elected Barbara Ellen Joy and Frederick Guggenheimer. Both are experienced camp directors and are leaders of national prominence in the camping field.



HAZEL K. ALLEN

*New Editorial Board for The Camping Magazine*

Miss Barbara Ellen Joy was appointed chairman of the Editorial Board of THE CAMPING MAGAZINE by the Board of Directors at the Detroit conference. Other members are: Miss Emily Welch of New York, Miss Mary Edgar of Toronto, Boyd Walker of Detroit, Julian Salomon of Washington, C. Walton Johnson of Asheville, North Carolina, and L. L. McDonald of New York City.



P. B. SAMSON  
Re-elected Secretary



## ON THE TRAIL OF NEW BOOKS

### **The Real Log Cabin**

By Chilson D. Aldrich (New York: The Macmillan Co., 1935) 278 pages, \$2.50.

There is something romantic about the log cabin that gives it an almost universal appeal and this book tells how practical cabins are, what they cost, and how to plan and build them. The author is probably the only architect in the country who has devoted himself exclusively to designing and building log cabins, from those of the simplest type to those of elaborate and expensive design. The volume is illustrated with photographs of cabins that Mr. Aldrich has built, and these together with the clear and detailed advice and instruction should open the way to all who wish to embark upon the happy adventure of cabin building.

There is much of advice on the securing and handling of logs, there are detailed plans for many types and sizes of cabins, there are recommendations regarding hardware and furnishings, there are many suggestions for the beautifying of both interiors and exteriors.

This is one of the best things of its type that has come to our attention and surely is an item of major interest to camp owners and directors.—B.S.M.

### **Sajo and the Beaver People**

By Grey Owl, (New York: Charles Scribners' Sons, 1936) 187 pages, \$2.50.

There is no use mincing words in dealing with a book like this—it is great stuff! A simple yarn for children, yet to all ages it is irresistible, at once informative and entertaining.

The "Beaver People" whom the red Grey Owl knows and loves so well, are not only the greatest engineers in the animal world but their social life seems intriguingly human. Few things in the realm of nature hold greater fascination for children than do the beavers, once they know the facts. And there is no more effective way of acquainting them with the facts than through this informative story.

These "little brothers," as the Indians call them, are represented in this yarn by Chil-Awee and Chik-Anee, two beaver kittens whose names mean Big Small and Little Small. They are captured by an Indian and become the pets of his children, but happily, later are reunited with their parents. The book is authentic, filled to the brim with fascinating detail about these friendly, industrious animals.

Let us hope that this volume finds its way to the book shelf of every camp for boys and girls. It is a big book, interestingly illustrated by Grey Owl himself.—B.S.M.

### **Indians Today**

By Mario and Mabel Schacheri (New York: Harcourt, Brace and Co., 1936) 183 pages, cloth, \$2.00.

A book comprised primarily of beautiful full-page photographs of Indians as they are today, showing their costumes, their work and play, their houses, and customs. There is a simple story running through the book of interest to young children, but it is of insignificant importance as compared to the pictures, which will challenge the attention of everyone interested in the use of Indian-lore. The illustrations are of particular value in the light they throw on authentic Indian costuming, especially that of the Pueblos.—B.S.M.

### **Twig Key to Some Common Northeastern Trees**

By William M. Harlow (Syracuse: New York State College of Forestry, 1936) 16 pages, paper, 25c; 10 or more, 20c; 100 or more, 15c.

Many are they who can identify trees in full leaf, but those who can label them in winter, particularly from their twigs, are much fewer in number. Twigs are not just so many sticks terminating the branches, but possess individuality of form, color, size, and often taste. This little manual for beginners is a key to the fascinating task of recognizing trees by their twigs. In contrast to the technical treatment and scientific terminology of the average twig key, this is simple, clear, understandable, dealing only with common trees, and is altogether ideal for the average reader.—B. S. M.

### **The Wild Garden**

By Mary McKenny (Garden City: Doubleday Doran and Company, 1937) 123 pages, \$1.00.

This is a practical handbook to the first steps in establishing a wild garden on the sound principles of regional planning, showing the proper associations of plants and their soil and climatic affinities. It covers the planning and developing of all types of wild gardens whether woodland, sea-side, swamp, or hillside. Each chapter contains a suggested list of plants, ferns, trees and shrubs suitable for the setting described.—B.S.M.

# Does the Social Security Act Affect Camps?

By

C. L. MATHEISON, Ph. D.

**O**WNERS, executives, and directors of organized camps are vitally interested in the implications of the Social Security Act and immediately concerned with its application to their business. Much confusion exists in the minds of camp executives regarding this act, which leads to the question, "Are camps subject to the taxes stipulated in this act?" The answer is both yes and no: the Federal Unemployment Tax *does not* apply to the typical organized camp, whereas those phases of the Social Security Act which relate to old-age benefits, *do apply*.

That camp directors are exempt from the provisions of the Federal Unemployment Tax is clearly apparent in the definition of an employer as stated in the Act, which reads as follows: "Any person who employs eight or more persons twenty or more calendar days during a calendar year, each day being in a different calendar week, is an employer subject to the tax imposed with respect to that year." Few, if any, camps operate for twenty weeks in any one year, the minimum time required to come under the Act, and are therefore exempt. Any camp organizations that do operate longer than twenty weeks are subject to the tax, provided they employ eight or more people.

These provisions of the Unemployment Tax refer only to the provisions of the Federal Law. All except 13 states have state unemployment laws to enable them to keep the major part of the tax in their own state. In some cases the local state laws may not exempt camps from the local provisions.

Organized private camps very definitely fall under the provisions of the Social Security Act which relate to old age benefits. This act states, "Every person is an employer who employs one or more individuals in an employment, that is, for the performance within the United States of services not specifically expected. The number of individuals employed by the employer and the period during which any such individual is so employed is immaterial." Camping services are not excepted. This tax provides an employee's tax of one percent and an employer's tax of one percent of all wages

paid beginning January 1, 1937. After three years the rate is raised one-half of one per cent for the next three years, with the same raise every three years until a rate of three per cent is reached January 1, 1949.

Camps operated by a State or any of its political subdivisions, or camps operated by the Federal Government or any of its subdivisions, are exempt from the tax for old age benefits under the provisions which exempt government employees.

Camps operated by religious, charitable, scientific, literary, and educational organizations and community chests are also exempt from the tax for old age benefits. However such exemption will not be made unless, (1) it is organized for one of the purposes stated above, and (2) the camp is not operated for profit.

The necessary forms may be secured in every community and each camp director will do well to secure them and study them before the opening of the season. Furthermore, he should seek advice on the proper methods of recording entries in his books to set forth the information required by inspectors.

It should be noted that any employer, even though he be exempt from either the Federal Unemployment Tax or the Old Age Benefits Tax, or both, may elect to come under either or both phases of the Social Security Act.

## WANTED:

### *Information on Camping Legislation*

An article prepared by Dr. Matheison on "Michigan Legislation Affecting Camps" will appear in a future issue of *The Camping Magazine*. We shall welcome similar manuscripts from persons in states, other than Michigan.

In the meantime, the Executive Offices of the American Camping Association would appreciate receiving detailed descriptions of legislation affecting camps in all states and Canada. Copies of the laws, legal interpretations, blanks used in licensing camps, health regulations, personal reactions to current or proposed legislation are matters of great importance to the executive staff. We hope that you will send this type of material to R. L. Allen, Lane Hall, Ann Arbor, Michigan. We are particularly interested in being immediately informed of new legislation relating to camps in your locality which is pending.

# Camp Conferences and Institutes

## Successful Conference in South

Larger in attendance and more inspiring than any previous gatherings, the annual conference of the Southern Section came to a close at Montreat, North Carolina, on Sunday, January 31st. Headlining the program were Frank H. Cheley and Bernard S. Mason, the former leading the discussions on promotion and administration in which field he has achieved outstanding success, and the latter attacking the problems of education and programming in camping. One of the most inspiring aspects of the program was the presentation of the romantic way in camping, accompanied by the Indian dancing exhibitions of Jim C. Stone. Excellent addresses were also delivered by Mrs. Jonathan C. Day and Lillian Smith.

To C. Walton Johnson and Dr. A. P. Kephart go the credit of planning a conference that all conceded to be most uplifting and rewarding.

Mrs. Jonathan C. Day was elected president of the Southern Section, succeeding Dr. Kephart.

## Camp Conference in St. Louis in March

A camp conference is to be conducted in St. Louis by the St. Louis Section of the American Camping Association on March 12th and 13th. Hedley S. Dimock is to be the principal speaker.

## Sorenson to Feature Pacific Conference

Roy Sorenson of Chicago is to be the guest speaker and feature attraction at the annual convention of the Pacific Camp Directors Association on March 11th-14th. This huge conference brings one or more guest speakers from the eastern area each year. Last year Abbie Graham was extended this honor.

Charles E. Hendry, Coordinator of Studies and Research, will also attend the Pacific Conference, presenting the studies and research program of the American Camping Association.

## George Williams College Sets Dates for Annual Institute

The Eighth Annual Camp Institute conducted by George Williams College and the Chicago Camping Association will take place April 9th to 11th at George Williams College, Chicago. The program will help directors to make objective appraisals of their particular camps on the basis of standards which have been formulated. In addition two specific camping interests will be featured: (1) The Community Aspects of Camp Planning; (2) The Role of the Creative Arts in Camping.

Because of the special nature of the program, registration will be limited to camp directors and

others who have administrative and supervisory relations to camps.

## Special Camp Courses at Miami and Cincinnati U.

Bernard S. Mason, editor of THE CAMPING MAGAZINE, will conduct a camping course at Miami University, Oxford, Ohio, meeting two periods a week for eight weeks during April and May.

Dr. Mason will also repeat the course given at the University of Cincinnati last year, during March and April of this year. This course is open to all students of the University and to interested citizens. It is sponsored jointly by the University of Cincinnati and the Recreation Commission.

## Camp Course at University of Michigan

A special course in camping will be conducted during the second semester at the University of Michigan, meeting each Saturday morning. Many of the best known names in camping appear on the imposing list of lecturers. Prof. E. D. Mitchell is in charge.

## Outdoor Recreational Conference at Amherst

The Outdoor Recreational Conference conducted annually at Massachusetts State College, Amherst, will take place March 11th to 14th. It is open to both camp directors and counselors. There will be ten sections, one devoted to organized camping. The latter will be chaired by Dean C. B. Frasher of Springfield College, assisted by Mrs. Charles Newell, Prof. H. M. Gore, and Harley Leland.

Featuring the program will be lectures by Dr. L. K. Hall, Miss Amelia Thoorsell, and Julian Salomon.

## Group Work Institute at Western Reserve

Dr. W. I. Newstetter, Director of the School of Applied Social Science at Western Reserve University, Cleveland, announces a three-weeks institute for a limited number of professional group workers, to take place from May 31st to June 19th. Courses by the staff of the school will be offered in Principles of Group Work and Group Analysis, Problems in Supervision of Group Work, The Understanding of Individuals in Groups, and The Use of Skills in Group Work Programs. A special seminar is planned for teachers of group work in schools of social work.

## Y.M.C.A. Camp Conference at Springfield

The Y.M.C.A. camp directors of Massachusetts and Rhode Island will assemble at Springfield College, Massachusetts, for a camp conference on Sunday, May 14th.



### South Wide Leisure Time Conference

The Southwide Leisure Time Conference will meet in Nashville, Tennessee, April 19-23. This conference is a cooperative affair between all agencies interested in the leisure time problem—government workers, agency workers, church workers, etc. This year the emphasis will be on camping, and an interesting program has been arranged.

## Nature Lore in Camps

(Continued from Page 7)

friction sets, presses, pack baskets and such will probably be built in the shop.

Then there is your nature library housed possibly in the "museum". Particularly valuable are volumes lavishly illustrated, the many colored plates and charts of plants and animals that may be easily displayed, and the worthwhile type of animal stories.

How about a "weather station"? Rain gauges and weather vanes can be made in the shop. Maximum-minimum recording thermometers always fascinate children. Everyone will want to know whether the barometer is rising or falling. And what an opportunity to test the dependability of the old weather proverbs and paradoxes.

Nor must we forget the nature trail—although its greatest values accrue to the builders; nor the aquarium, the nature "den", or the Indian garden.

### V. Other Things To Do

Campers are always interested in pets and in making friends with the wild folk. I have seen many a high-strung boy or girl relax while waiting patiently for a chipmunk or a chipping sparrow to become confident enough to feed out of hand. And how about setting out a few shrubs whose fruits will provide food for the birds, or trees if they are needed on your campsite?

Nature photography offers infinite possibilities: tree silhouettes, wild-flower portraits, flash lights of animal visitors, photo prints of tree leaves or fern fronds.

The "scout report" as developed by that master of woodcraft, Ernest Thompson Seton, is an effective method of keeping everyone's

eyes open, and encouraging more accurate "seeing". At the daily assembly, or evening campfire, a few minutes can be devoted to "scout reports". Then any camper or counselor who has observed some unusual nature happening reports it. Of course, much of the success of this technique depends upon the skillful questioning or additional interpretation which the leader provides.

Of nature games there are myriads that have been worked out and recorded by William G. Vinal, E. Laurence Palmer, Charles Smith and others.

And around the campfire or at some quiet hour there is always a place for story telling or reading aloud, two separate and distinct arts, each with a definite place in our nature program. Nature interests can also be stimulated through songs, plays, pageants, poetry, or the dance.

### Objectives

But what are the objectives toward which we are working all this time? Undoubtedly we hold varying ones, but probably most of them can be comprehended under two main divisions: one, esthetic values or the enrichment of the inner life of the individual, and the other social values or the training of better citizens.

We want permanently to enrich the lives of our campers by developing in them an appreciation of the marvelously beautiful in nature whether that beauty is displayed in the glory of the sunset, the majesty of the storm, the courage and devotion of a pair of nesting birds, or the exquisite symmetry of a snowflake.

We want to build up in these boys and girls an understanding of wild life and the laws of nature. We want them to recognize the interdependence of species, the importance of food, cover and breeding places to animals of all kinds and the essential roles that forests and other plant life play in conserving both soil and water. We want them to learn the fundamental lesson that to be a good citizen we must love this country of ours, and to love this country means to protect intelligently its forests and grass lands, its mountain sides and marshes, its soil and waters. Otherwise, we can confidently look forward to more disastrous droughts, more destructive erosion, an enlarg-

ing "dust bowl", and rivers and lakes, that through pollution, become "watery deserts". On each of us rests the responsibility of seeing that through our nature programs, our campers learn how to cooperate and live with Nature instead of disregarding or antagonizing her as the majority of this present generation have done.

## Counselor as Instructor

*(Continued from Page 14)*

structor must be skilled in the art of developing interest. Interest will prove to be a strong factor in motivating participation. Once a genuine interest is aroused enthusiastic participation will follow. With the proper motivation we educate ourselves. The instructor's job, therefore, is primarily one of motivation. The desire to learn, to participate must come from within, must spring from deep-seated, personal desires and urges. The personal satisfaction and sense of achievement growing out of such participation is all the reward any child wants. To reward a child in a material way for such an achievement or for doing his duty gives him a false, as well as a materialistic, philosophy of life. The counselor who uses artificial awards as incentives for study and participation considers the activity more important than the child. His objective is securing participation. Whereas, the counselor who seeks first to develop a genuine interest on the part of the camper in the activities offered; or, better still, to make available those activities in which the campers already have a deep interest, will witness the educational process at its best as the campers proceed to educate themselves under his guidance. Stimulating participation with either rewards or punishment is not much more than animal training. Great master teachers like Socrates and Jesus never used the hope of reward or the fear of punishment as incentives for learning or right doing. People who came under their influence went away with a consuming desire to learn and to act nobly and would suffer for the privilege of doing so.

The counselor who proceeds on the hypothesis that education is accumulated experience will see an educational significance in every type of experience. Knowledge acquired in the school room must be *experienced* before it can be used, just as food must be digested before

it can be assimilated by the body. Lincoln attended school only a few months, but no one can read his Gettysburg address without realizing that he was an educated man. On the other hand, many Ph.D. theses indicate a great lack of real education.

Although many children dislike school yet these same children are eager for the kind of education that comes through experience. That is why camping appeals so much more strongly than does school. In a non-regimented, non-competitive camp with a free choice program a camper participates in the activities of his own choice without any artificial stimulation; therefore, participation becomes a satisfying experience that results in growth of personality and the enrichment of life as well as in the acquirement of greater skill or knowledge. Nature lore becomes an experience with birds, flowers and stars, not merely learning the scientific facts about these things. Archery becomes an experience with a bow and arrow as a boy makes a bow and an arrow and then learns to shoot with this bow and arrow. Canoeing becomes an experience with a canoe and paddle as the boy matches his strength and wits against the forces of nature in a turbulent river, the surf of the sea, or the storm on a lake. Likewise all the way through the long list of camp activities, all of which may be made, under wise guidance, thrilling, joy-giving, and strength-building experiences. Therefore, the camp counselor has a matchless opportunity to become a real educator as he makes available for his campers the vast array of experiences which prepare youth to meet the great issues of life courageously and successfully.

Fortunately the camp counselor is free of the impedimenta of the school system. On the other hand since a counselor must teach without the aid of texts, the regimentation of the school system, and use of elaborate equipment, his or her need for preparation is incomparably greater. In this process of transmuting life experiences into education for the abundant life, a counselor's only tools are the force of his own personality, his knowledge, his idealism, and his power to inspire and challenge. There must be something within the deeper recesses of his own life that can tap and call forth the hidden reserves of power in the lives of boys and girls. He must become in at least a small degree, The Way, The Truth, and The Life to aspiring youth.

## Progress Report

(Continued from Page 9)

sistant Executive Director. Several candidates were considered and interviewed, and the committee finally decided to extend to Dr. Ross L. Allen, who was at that time connected with the American Physical Education Association, an invitation to accept this position. Dr. Allen accepted, and immediately launched into the job of the management of the Convention and the business of *The Camping Magazine*. The financial report of the Convention speaks for Dr. Allen's untiring efforts in this direction—coming in as a new person and having this big job thrust into his lap. May I say I personally feel he has done a marvelous job. Dr. Allen has grasped the business details and contacts, and together with his editorial abilities provides us with the type of leadership that has been sorely needed.

Up to this point I have dealt principally on the evolution and development of the executive personnel and their relative functions and responsibilities. As we move ahead it will be necessary to secure additional grants of money for this ever-expanding program of the Association. However, we cannot be dependent upon grants and contributions for the operation of the Association and its normal functions; this must be done from the actual income from the membership, the Magazine and the Convention. It is essential, therefore, that the entire membership give its complete support to the extension of membership and to the problem of increasing the vitality of the annual convention program and *The Camping Magazine*.

During the year I have had the pleasure and privilege of meeting with a number of the sections and participating in their program, and have visited with groups in Toronto; Springfield, Massachusetts; Newark, New Jersey; Washington; and Pittsburgh on the matter of the formulation of new sections. The Canadian and the New Jersey groups are now active sections of the Association. The Washington, Pittsburgh, and Springfield groups are rapidly developing. We also have a request from Seattle, Washington, asking for the formation of a section there, and I feel confident that within the next year there will be a number of new sections coming into the Association.

At the Boston Convention the Board instructed me to attend the sessions of the American Council on Education which were held in



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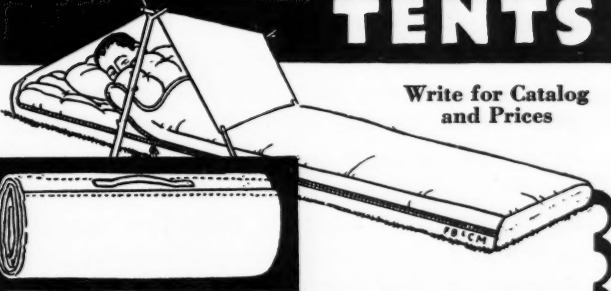
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Washington last May 1, 2, and 3. During these sessions I had the pleasure of visiting with college presidents, the heads of national educational groups, government groups, and in fact had the wonderful experience of attending a tea given in the White House by the President and Mrs. Roosevelt. The President and his wife chatted informally with a number of the delegates to the sessions of the American Council on current problems in education, and whether one were a Democrat or a Republican he could not refrain from admiring these two dynamic personalities. Contacts were made during these sessions in Washington that have developed into close working relationships with a number of national groups that are helping us greatly in building up confidence in our association and its projected program. On the same trip in which I visited the various groups mentioned above, I represented the American Camping Association at the First National Conference on Educational Broadcasting in Washington December 10, 11, and 12. At this Conference I made many valuable contacts and learned of methods and new ideas in the field of broadcasting which might be of value to us in the camping field.

Some people have asked whether we are more interested in creating new sections than in helping the present sections with their immediate problems. We are not. Our primary interest is in helping the present sections and giving them all the service we possibly can on a cooperative basis, but we must at the same time forge ahead in developing new sections and drawing larger numbers into the Association through the formation of new sections as well as by the extension of the membership of our present sections.

I wish to express my deep appreciation of the wonderful cooperation the Board of Directors, the Executive Committee, and large numbers of members of the Association have extended the executive staff in developing the future program of the Association. We have many problems ahead, and we must work shoulder to shoulder in order that an adequate guidance for camping be assured. The attendance at this convention is gratifying, and as I have visited with friends from many sections of the country, I have gained added confidence in the assurance that camp people in all types of camps recognize that we must work together on this challenging program of meeting our responsibilities as camp directors and counselors and parents, having been given one of the finest and most cherished opportunities—that of leading youth. As we move ahead, may I ask your cooperation in advancing the program of the Association. We, as an executive staff, are ready to serve you—may it not be a truly cooperative effort that will yield results far beyond our greatest hopes.

## The Ministry of Nature

*(Continued from Page 5)*

the companionship of a friend older than himself and more deeply versed in the language of nature will enrich his experiences, promote his understanding, awaken his enthusiasms and inspire his purposes in a far greater degree than any formal studies. Classroom methods of collection, dissection, and acquisition of memorized data may even destroy the beneficent influence of his contacts with nature. On this point that supreme naturalist, John Burroughs, says:

"We may gain a lot of facts such as they are, but we may lose our own souls. Our young people go to the woods with pencil and notebook in hand; they drive sharp bargains with

every flower and bird and tree they meet; they want tangible assets that can be put down in black and white. Nature as a living joy, something to live with, to love, to brood over, is now, I fear, seldom thought of. It is only a mine to be worked, and to be through with, a stream to be fished, a tree to be shaken, a field to be gleaned. With what desperate thoroughness the new men study the birds; and about all their studies yield is a mass of unrelated facts. We study botany so hard that we miss the charm of the flower entirely. *Beyond a certain point in our culture exact knowledge counts for so much less than sympathy, love, appreciation."*

A poorly trained instructor in nature study can impose upon the camper experiences which drain every drop of interest out of the whole subject for him. But a counselor who can reveal to him the exciting mysteries of life which reward the mind sensitized to discover them, needs only the simplest material to stir in him impulses of appreciation which later grow into habits, and profoundly enrich his whole life. Or he can awaken reverence and high resolve in the camper's soul by acquainting him with the grander aspects of nature.

Not to conquer Nature, but to learn from her, is wisdom!

## An Experiment in Pioneer Living

(Continued from Page 12)

The camp-site is a small clearing in the spruce and blasam of the Mt. Mitchell State Park, isolated by two-and-one-half miles of rugged mountain trail from the nearest neighbor. At an altitude of 6,000 feet, it is only four miles from the top of Mt. Mitchell, highest peak east of the Rocky Mountains. An excellent spring, freedom from poisonous snakes, firewood, timber for construction, and accessibility by automobile to within two-and-one-half miles, combine to make a thrilling site practicable.

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## Camp Director Uses Magazine in Promotion and Counselor Training

Over 300 subscriptions to *The Camping Magazine* have been purchased by Mr. A. A. Jameson, director of the Dixie Camps, to be used in parental education and counselor training. Mr. Jameson writes enthusiastically as follows:

Dr. Bernard S. Mason  
Editor of Camping Magazine  
Hotel Statler  
Detroit, Michigan

My dear Dr. Mason:

I am so impressed with the *Camping Magazine* that I am arranging to have it sent for one year to the parents of my Dixie Campers for the 1937 season. I feel very confident that the articles therein will be very highly educative and so appreciated by the parents that it will mean an even larger number of re-enrollments for the 1938 season.

I am also planning to have the *Camping Magazine* sent to the Members of my Staff numbering more than fifty men in my boys' camp and more than thirty women in my girls' camp. I believe the articles in the magazine will bring an even better and more understanding service from my staff members to our campers.

The more I have thought of this plan, the more I am convinced that if every camp director in America would send the *Camping Magazine* for one year to the parents of their campers the result would be highly educative. All directors realize the great importance of educating parents to what camping really is.

Very sincerely yours,  
A. A. JAMESON.

For details of the *Group Subscription Plan*, see the outside rear cover of this issue.

## SAILING INTEREST INCREASES

A newsletter from the Cape Cod Ship Building Corporation, Wareham, Massachusetts, undoubtedly the builder of the largest line of sailboats in this country, informs us that their sailboats were delivered in thirty-seven states in 1936. An increase in foreign trade put their knockabouts and play boats in Central and South America, South Africa and Europe.

Cape Cod's eighteen-foot Baby Knockabout has had such a wide distribution, particularly in camps located on salt water, that this class has been organized into a national racing association, the governing committee of which directs the holding of an annual class championship each summer. Any camp having a fleet of these boats is eligible to enter its leading crew for the class championship.

Cape Cod's fifteen-foot Nimblet Knockabout is widely used by camps on fresh water. In several New England camps, including girls' as well as boys', formation sailing has been taught so successfully that this type of sailing has attracted the movie newsreel photographers each summer. These pictures have been shown all over the world.

The Cape Cod Ship Building Corporation is to be complimented on its successful efforts in helping to introduce sailing to youngsters, and older boys and girls, in the camps of America.

## Group Work Process

(Continued from Page 17)

counselor group. Affected by the group quality, some become more susceptible to its influence, good or bad; some more dominant, others more submissive; some more cooperative, others less so. The change that comes over some, that surprises us, may have its immediate origin in the group feeling. The tendency for the group to reinforce and make more articulate the grievances of the person in it becomes apparent in counselor states of unrest and dissatisfaction. Likewise, a good group morale tends to keep down, reduce or dispel counselor dissatisfaction.

Sooner or later, usually later in the camp season, when initial enthusiasms have worn off, there develop clashes of interests or misunderstandings or lack of rapport between counselor and administration. These are sometimes best ironed out with the individuals through their



group. Good or bad morale spreads rapidly through the group so that it can frequently be assumed that what is disturbing one is likewise disturbing the others. The group tends to respond in protest, overt or covert, to any situation contrary to the interests of its members whose camp problems it makes its own group problem. A number of these situations can be touched upon here.

The first of these situations has to do with that atmospheric pressure in camp which is generated by over-emphasis on counselor standards and qualifications. When these are unattainable, they produce a depressing sense of inadequacy among counselors. The counselor is expected to be a paragon of virtue, an ideal personality, a perfect technician. He is told through manuals and otherwise he must be radiant in health, unselfish, enthusiastic, original, imaginative, resourceful, fair, honest, understanding, patient, social-minded. The listing of these together with a hundred or more traits would give any person a severe shock of inferiority feeling. In one camp one of the best leaders wished to resign mid-season since she conscientiously felt her work could not possibly be satisfactory in the light of these qualifications. As with campers, counselors should be given standards in which they can achieve some measure of success. The further point is that counselors are what they are and a short summer period cannot completely refashion their fundamental habits of behaving. We now talk less about these character traits and do more in the way of guidance leading to their expression with an awareness of the counselor's motivation and capacity. It may be that we have been somewhat evangelical in our insistent talking about character which is earned rather than learned from manuals and the like. Exhortation "to be good", besides being of uncertain influence, sometimes gives the counselor the feeling that he cannot possibly make good. When this happens, the wise director indicates that these standards represent the ideal that very few, if any, reach. Counselors, like the campers, must be taken as we find them and led on from that point rather than be burdened with a superstructure of tension-creating personality objectives beyond their reach.

Another area of conflict develops when counselors cannot easily accommodate themselves

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to changes in camp policy. Disturbance of customary mode of acting becomes uncomfortable for the average man and woman who are by nature conservative. The new, enlightened approaches to camping inspired by progressive education have tended to raise the sights of directors who may as a result be considerably ahead of the counselors in their thinking. Where progressive changes develop over a number of seasons, in gradual evolution, and where counselors and directors jointly initiate or further these changes, they are better timed to the rhythm of the average counselor. These shifts are slow and gradual. Over-night changes planned by the director himself without counselor participation may come as a sort of a jolt to the counselor who rationally may accept these changes but emotionally reject them. Counselors can sabotage the whole scheme of a new order of things. Not only does demoralization set in, but there is a source of constant friction between director and counselor. It is difficult if not entirely impossible to radically overhaul the camp machinery at mid-season or at the beginning of the season, unless in the pre-camp conference with counselors it appears that there is a whole-hearted spontaneous acceptance of these changes and unless the counselors are qualified in their technique to achieve them. It also must be remembered that another stumbling block lies in the fact that the campers, too, have been habituated to certain modes of reaction and likewise may put up a resistance to change. Changes can be facilitated, however, by effectively conducted creative group discussion and sometimes by the elimination of those members of the staff whose resistance is great.

In the interest of group unity and smooth functioning it is clear there must be a common and genuine acceptance on the part of all of the objectives towards which the camp strives. Very frequently counselors will give lip service to these objectives but in their actions indicate their lack of sympathy with them. Lack of sympathy may range from the counselor who believes that campers should be turned loose, free of all restrictions, so that they can have a rip-roaring rousing time; that there is no need for table manners; that the camp is highbrow—to that counselor who goes to another extreme in rejecting from the camp program all those sports that can be played in the city.

Here, too, the wise selection of counselors whose personalities, educational background, and past training have made them accessible to new ideas makes possible the resolution of this conflict.

Another area of stress arises from the counselor's feeling of restriction due to the imposition of camp rules and regulations. A safe but not an infallible rule to follow, to avoid such a conflict, is the selection of those counselors who have been part of an organization prior to coming to camp; who have worked for a living; whose experiences are not limited to the college campus; who have had a large number of life experiences. Here, too, where the rules are explained or where they are formed in cooperation with the counselors, acceptance is facilitated. It is somewhat belated to tell these counselors they are required to conform because they are working for a salary, or that they ought to make the adjustment, or that camp cannot be changed because of them, or that they are not at camp for a vacation. It only accentuates the gap between camp requirements and counselor interests. Where counselors and director are mutually acceptable to each other, and congenial, the emotional *en rapport* existing between them serves to soften the differences.

The oneness of camp may further be disturbed by counselor specialization in activity. As a man works, so he thinks. The concentration and limitation to one phase of camp leads to a one-sided camp outlook and to a differentiation of interest in camp. The swimming director may begin to feel that camp is on the decline because dramatics has drawn campers away from his activity, or that too much time and stress is laid on activities other than his own. Counselors may compete for the children's time and interest. This criss-cross of loyalties and interests becomes integrated when the whole child and the whole camp are the ends in view. It is the counselor's responsibility as well as that of the nurse to watch over the physical condition of campers. Elimination of physical hazards is everybody's business, whether it be in the kitchen, the riding ring, or the pool. Counselors can be led to thinking in terms of camp and campers as a whole by being called on to discuss and analyze the whole child and the whole camp at staff meetings and by giving them responsibilities out-

side their activity in the various phases of camp life. In this way "craft" divisions can be broken down.

Personnel problems with which directors are constantly contending may tend to affect group morale. A number of these can be mentioned: the sensitive counselor who resents criticism or interference; the individualistic counselor who wants to go about things in his own way without gearing his activities to the rest of the camp; the "prima donna" who insists upon the prior importance of his own particular activity; the one who cannot see the sense of doing his share of the clerical, administrative, or housekeeping work; those who are always late or officious and bossy, or who digress into infantile levels of conduct in the handling of the children.

In the light of these morale destroying situations, it would seem that the counselor group requires as much attention, if not more so, as the campers. The group-work method, if it is sound for the campers, should be equally applied to the counselors. It is questionable whether wholeness and harmony can be reached without the voluntary enlistment of the counselor through his sharing of the camp responsibilities and his participation in the formulation of plans and policies. On the other hand, it is questionable whether much if anything can be done, for example, with a counselor who is highly neurotic, lacking in emotional balance and poise. The camp season is too short. Expert psychiatric service is required, and not very much time for this type of therapy is available in an already overcrowded program. However, with the mild behavior difficulties what is needed besides the changing of a point of view or a change of assignment is a wise guidance controlled by the needs and interests of the counselor himself.

Aside from the motives that have prompted him to accept a position at camp, the counselor is moved by the same urges and wishes as the camper. For successful functioning, his needs for response, for recognition, new experience and security are none the less diminished simply because he is required to function because he is being paid for his work. The emotions, habits and prejudices of the counselor must be reckoned with as much, if not more so, as his skills and techniques. The individual approach goes hand in hand with the group approach in



the attempt of the director to modify the responses of his counselor using the group as a means. It is in this area of camp activity that the skills of the director as a leader are tested and tried. The thoughtful director is chary of using his power to command else he overlook the more effective tools of suggestion, instruction and creative discussion. Too frequently the director assumes too much responsibility, watches too closely over the details, and curbs the freedom of action and thought of the counselor. Orders and commands have given way in modern administration to a new regime of mutual consent. The assertion of the director's will is less likely to achieve results. These will be secured by his leadership in bringing out the will of the counselor as the driving force. As with the campers the extent of democratic procedures with counselors must be commensurate with their ability to undertake responsibility and carry on. Increasingly challenging tasks, under guidance, make for a progressively growing habit of creative effect. Counselors as workers can be convinced to the extent their experience enables them to be. The group work process with them utilizes the principles of management calling for wise delegation of responsibility, delicate and constructive supervision, training guided by insight and provision for satisfying experience.

Counselor training at camp needs a greater shift of emphasis to individual counseling through which the counselor can be made to see the significance and consequence of his conduct. The living in the camp group and with immediate situations confronting him, pressing for action, are basic elements in any training program. What is behind the behavior of the counselor is a highly significant question that calls for an answer at every point in the appraisal of the counselor's work in the course of his growth during the season.

Camps may have to compromise with educational principles until counselors are ready. Counselors, like the campers, are, after all, products of the home, the school, and the church where the authoritarian approach prevails. Society has already molded them and camp as a miniature society is required to acknowledge and accept as its point of departure these patterns of behavior. Progress, the future of our camps, lies in the hands of counselors which means that the immediate and

urgent task confronting camp is in the recruiting of mature and well balanced personalities, leaders who can make a reality of camp's stated objectives. This translation of the ideal into the real is the more challenging because it must take place in almost all areas of living inherent in the camping experience, and because the leadership required is dependent not so much on superior intellect or skills as it is on an adequate personality equal to the thousand and one demands of intense human relationships. A challenging task indeed. If the disparity between camp aims and actual practices is greater in camp than in other types of group work, which deal with part of the child, part of the time, with part of the responsibility, it is because camp, in its sweeping comprehensiveness of purpose, is as wide and deep and sometimes as inscrutable as life itself.

From the counselor group we pass on to other non-camper groups. Much more space is devoted to the discussion of the counselor group since it is larger numerically and more potential in influence. Each group, however, from its own point of view, considers itself most significant. This is as it should be. The task confronting the director with the other non-camper groups is not as weighty although the objectives and the principles employed are the same. Recognition of the group as a group in the total camp picture, with its own peculiar problems, is the first step in the achievement of the successful interrelation and coordination of the diverse camp units and the building up of a camp morale. Like a small village, the currents of feeling in camp become quickly communicated. The source of influence which may undermine or build up camp can rise out of any of these groups, no matter how small in number, low in prestige, or short of official power.

EDITOR'S NOTE: Space prohibits publishing the remainder of this chapter, which deals with the service staff, the camp committee, the parent group, and the neighboring community in this issue. This entire work on the Group Process in Camp will be reprinted in book form. Those interested in the concluding pages of this chapter may read it when it is published in the April issue.

What are the ten most popular songs in your camp? Will you list them, or better still, send copies of them to the

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